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ABSTRACT

Equity in minority representation in school administration has not been reached. A comparison of 1980 census data on the total population with information from a 1981 national survey on school administrators' race and ethnic status shows that Blacks, Hispanics, Asian/Pacific Americans, and Native Americans are all underrepresented among administrators. Moreover, among teachers--the group from which minority administrators may be recruited--minorities are even more underrepresented. This is especially important because of the growth in the number of minority children in the schools; census data show that minorities are overrepresented in the under-15 category. Reasons for minority underrepresentation in administration and teaching may include difficulties in getting higher education, the need for equal opportunity from the cradle on, and, for Asian/Pacific Americans, avoidance of occupations with substantial public contact (such as teaching) because of problems with discrimination. (RW)

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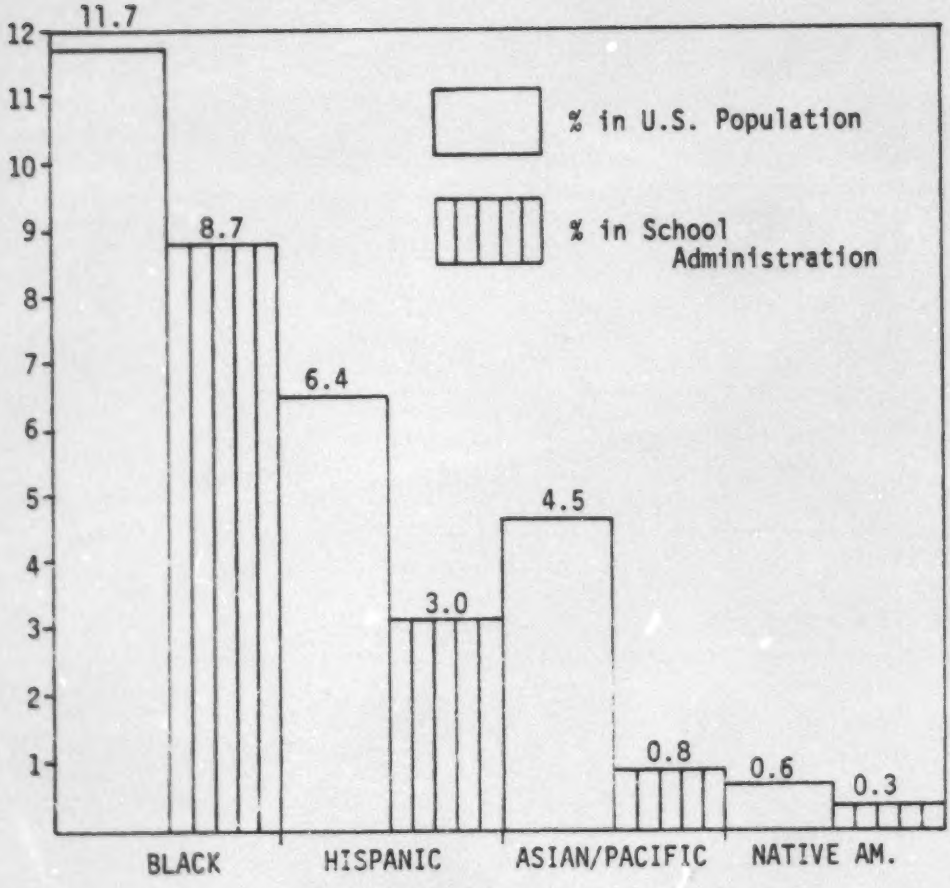
Toward An Equitable Representation of Minorities in School Administration



AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

EA 015 417

Toward an Equitable Representation of Minorities in School Administration

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The case for minorities in school administration has been advanced repeatedly. There is a paucity in the representation of minority groups, vitally important if we are to fully tap the human resources available to us for our children's education, and to provide these same children, girls, minority, or otherwise, with role models for their future vocational choices. The government has expended efforts to correct discrimination toward minorities with such remedies as the Civil Rights Act of 1964 and the Equal Employment Act of 1972. There have been mixed evaluations regarding the effectiveness of such efforts, or the degree to which they have aided the plight of minorities in obtaining jobs and in moving up the socioeconomic ladder.

We believe that in any occupational area, equity will have been achieved when the proportions of minorities equal their representation in the overall population. This has also been termed parity. In this paper we examine equity in school administration and teaching. The latest report of the Bureau of the Census pegged the 1980 population of the United States at approximately 226 million. As widely believed, the proportions of non-White groups in the country have grown. In 1960, for example, approximately one-tenth (10.5%) of the population were Black and only one-hundreths (0.9%) were reported to be of

other races besides White. In 1970, eleven percent of the population were Black, and 1.3 percent were of other races besides White (U.S. Bureau of the Census, 1960, 1970). The newly released 1980 Census results show that the percentages of all non-White populations have increased, and now consist approximately one-fifth of the total, Hispanics included. Specifically, 11.7 percent of the population are Black and a much larger percentage of the 1970 "other" category, now reclassified into Asian/Pacific Islander/other[1] and Native American, respectively comprise 4.5 percent and 0.6 percent of the total (See Table 1). The White population make up 83.1 percent of the total, but is in fact less than that if Hispanics were classified separately. The Hispanics have long been considered a minority group, consisting 6.4 percent of the population in 1980. They may be of any race, but the majority reported their race to be White.

The 1981-82 racial/ethnic distribution of school administrators, on the other hand, was estimated to be 87.2 percent White, 8.7 percent Black, and 3.0 percent Hispanic (Jones and Montenegro, 1982). The Asian/Pacific Islander and Native American groups as of latest count each comprise less than 1.0 percent of the administrators (See Table 2). Using the 1980 figures of the Bureau of the Census, and assuming that the proportions of minority groups in the U.S. population were maintained at their present levels, there are two methods by which we can determine the needed increase of minorities in school administration so they can achieve parity. One method is to determine the number of percentage points these groups have to gain, while the second method is to determine the

[1]According to the Bureau of the Census, the "other" category in the 1980 results include Cambodians, Indochinese and Laotians. We believe that these groups are in fact Asians also.

Table 1

Race/Ethnicity of U.S. Population in 1980

Race/Ethnicity	No. in 1,000's	%
White	188,341	83.1
Black	26,488	11.7
Asian/Pacific Islander	10,258	4.5
Native American	1,418	0.6
(Hispanic)	(14,606)*	(6.4)*
Total	226,505	100

*Persons belonging to the Hispanic ethnic group may belong to any race, usually white.
Source: U.S. Bureau of the Census, 1982.

Table 2

Racial/Ethnic Distribution of School Administrators

Race/Ethnicity	%
White	87.2
Black	8.7
Hispanic	3.0
Asian/Pacific Islander	0.8
Native American	0.3

Source: Jones, E. H. and Montenegro, X. P., Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation, American Association of School Administrators, Arlington, Virginia, 1982.

percentage of growth. Black administrators, presently at 8.7 percent of the total in school administration, have to increase by four percentage points, or grow approximately 50 percent in their numbers in school administration in order to attain parity. Hispanics have to increase by approximately three percentage points in school administration, requiring a growth of 100 percent from their present numbers. Asian/Pacific Americans, growing at the fastest rate in the country, now stand at 4.5 percent of the population, yet less than one percent (estimated at 0.8%) of school administrators. In order to achieve their full representation in school administration, this group has to increase by about four percentage points, or grow five times in number. Native Americans on the other hand have to double their numbers (0.3 to 0.6%), although only a slight increase of 0.3 percentage point is needed.

The foregoing data suggesting the underrepresentation of minorities in school administration can be more fairly analyzed if we were to investigate whether there are enough in the pool of present teachers from where minority administrators can be recruited. Data on the characteristics of teachers nationwide are not encouraging. In fact, a recent survey of the National Education Association Research (1982), reported more limited participation by minorities in teaching than in school administration.

There is a greater proportion of White persons (91.6%) among teachers than among administrators, and a smaller proportion of Blacks, (7.8%). Asians and Native Americans were lumped in the other category at less than one percent of

the total. The Hispanic group (again treated as an ethnic group of any race) comprise about 3.3 percent of teachers (Table 3).

These figures are indeed grim in light of the growth of minority children in the schools. Some may in fact argue that the lesser proportions of minorities in teaching are partly due to their younger populations. Minority enrollment in Fall 1978, for example, was reported to be 25 percent (National Council for Education Statistics, 1981). However, the above age 65 populations of minorities are also lower. Thus, the minority groups' middle age or working age populations are closely reflected in the percentages for their total populations (See Table 4). Furthermore, although the birthrates among minorities in the country have been reported to be higher than for Whites, the minority groups' lower proportions in the above 65 age group is an indication of their shorter life spans, and (with the exception of Blacks) their recent arrival in the country. Many first generation immigrants go back to their original countries of birth when they retire.

The underrepresentation of minorities in teaching and school administration lie not just at the lack of recruitment of more minority teachers, but at their lack of preparation to enter the professions, and in their inability to obtain a higher education. Bringing the point farthest, minority groups need equal opportunities from the cradle onward. For Asian/Pacific Americans, however, the problem goes beyond lack of preparation and recruitment. Seen in this study as the most underrepresented in teaching and school administration, they

Table 3

Racial/Ethnic Distribution of Teachers

Racial/Ethnicity	%
White	91.6
Black	7.8
Other	0.7
(Hispanic)	(3.3)*

*Persons belonging to the Hispanic ethnic group may also belong to a certain race, usually white.
Source: National Education Association Research, 1982.

Table 4

Race/Ethnicity of U.S. Population in 1980 by Age Group

Race/Ethnicity	Age Group		
	Under 15 yrs. old	15 to 64 yrs. old	65 yrs. old or older
White	78.2	83.7	89.8
Black	14.8	11.2	8.2
Other	6.9	5.1	2.0

Source: U.S. Bureau of the Census, 1982.

generally do not go to occupations that require substantial public contact and high language facility. In a study by two Asian/Pacific Americans, Fong and Cabezas (1980) reported that both Asian men and Asian women dealt with oppression and conflict through avoidance or withdrawal, thus:

> Asians tend to be found in jobs such as accounting, science, and engineering, but not in teaching, law, or sales . . . This is a direct result of the Asian experience with racial discrimination . . . Asians learned to survive in this country by becoming self-effacing, quiet, and passive. By not calling attention to ourselves, we hoped to be able to avoid the consequences of racial oppression. By working in jobs that enabled us to avoid interaction with other people, we would be less likely to encounter unpleasant episodes.
>
> (p. 293)

The opposite could be shown if a comparative analysis were made of White women. Although a specific percentage for White women teachers is not available, consider that in a 1980 survey, 67 percent of teachers were reported to be women (National Education Association, 1982). Assuming that all minority teachers (totalling 8.5%) were all women and subtracted from the 67 percent figure, White women can be deduced to be at least 58.5 percent of all teachers. From the 1980 census, however, White women are reported to consist 42.7 percent of the population. Thus, whereas White women are also underrepresented in school administration, they are overrepresented in the teaching force in relation to their numbers in the general population. This supports the often repeated contention that White women (the majority of whom go to college) tend to go to teaching, the profession being considered ideal while rearing a family. A large pool is therefore created and available, which logically presupposes more White women in school administration. This can explain why, as

reported in a recent study (Jones and Montenegro, 1982), there have been more significant increases among White women in school administration than among other minority cohorts. However, White women still have a long and arduous path to travel before they achieve equity in school administration, and the path is even longer and more difficult for minority groups. Larger numbers of minority teachers have to be trained and hired to fully represent minority groups in the population. Asian/Pacific Americans, as a group, need the most encouragement to enter and advance in the education profession.

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